

## Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Laura Terrell, MWLA 2005

1

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Knowing how, when and why to say what to whom



WORLD-READINESS STANDARDS  
FOR LEARNING LANGUAGES

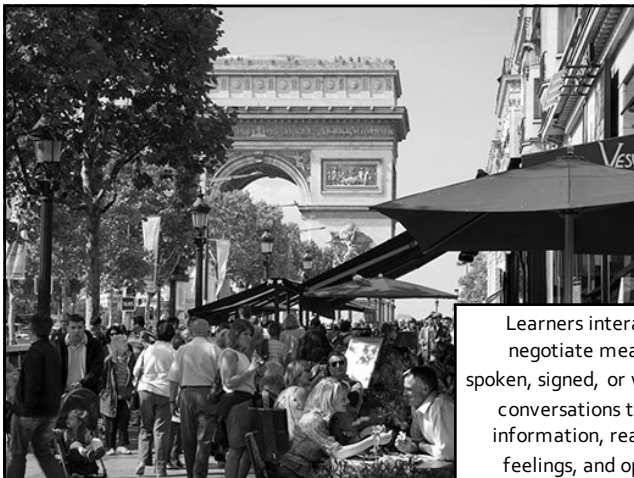
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.



Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

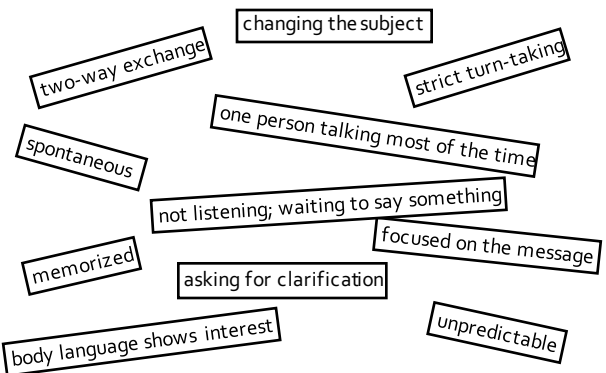
Laura Terrell

2



Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

## Interpersonal Communication is.....



Laura Terrell

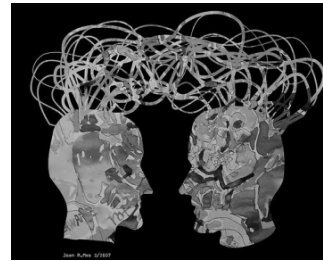
4

## Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

Laura Terrill

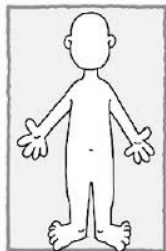
5



What is your definition of meaningful communication?

Laura Terrill

Have a conversation using the following words.



head	nose
foot	ears
hand	mouth
stomach	knee
eyes	hair

Laura Terrill

Must negotiate meaning – no known or obvious answers

### Lexical Chaining

- What color is Paul's shirt?
- Green.
- That's right. And what color is Ann's sweater?
- Ann's sweater is red.
- Red, yes. And the color of your jeans?

### Known Responses

- What time does school start?
- It starts at 8:05.
- What time do you have French?
- I have French at 10:10.
- Me too. What time do you go home?
- School ends at 3:10.

Laura Terrill

8

## Global Citizenship

### Portfolio Project

You are an exchange student from \_\_\_\_\_ and have the unique opportunity to spend a year in \_\_\_\_\_. As an ambassador for your country and city, you will be sharing lots of information with other students in your new area.

This will be a project that continues throughout the year and you will be adding new information with each unit of study. This project will count as a summative presentational grade each quarter and will be assessed using the presentational rubric. You will share information about your city and country with others by organizing this information in a digital format. Options include powerpoint, prezzi, shutterfly and other digital formats that might be of interest to you.

All cities and/or countries will be assigned first come, first served. Beginning the day after the project is discussed, you may submit your request giving your reasons for wanting to be an exchange student from a particular city. If more than one student requests the same destination, the student with the better reasons will have that destination.

Laura Terrell

9

## Digital Storytelling



Read and/or listen



Talk about it



Write about it



Laura Terrell

10

## Role Play or Skit?



**Partner A** – Great idea to write lesson plans and give up part of a weekend.....



**Partner B** – Are you nuts? It's the weekend.. ..

Laura Terrell

11

Remember: Everything is done in the target language.

## Pre-speaking Preparation

Class brainstorms what they need to complete the task.

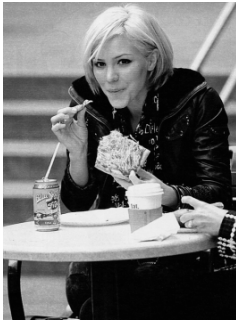
Select a situation	Talk about how you and others celebrate Saint Valentine's Day.
Establish tasks	<ul style="list-style-type: none"> <li>Talk about what you did or didn't do.</li> <li>Share information from the perspective of someone from another country.</li> <li>Ask and answer questions to determine the nationality of your partner.</li> </ul>
Select functions to be practiced	<ul style="list-style-type: none"> <li>Compare and Contrast (more than, less than)</li> <li>State preferences – I really like,</li> <li>Retell a story (affirmative, negative, past tense)</li> <li>Ask and answer questions (where, when, with whom, what..)</li> </ul>
Note vocabulary needed	<ul style="list-style-type: none"> <li>Activities associated with holiday</li> <li>Types of gifts</li> </ul>

Laura Terrell

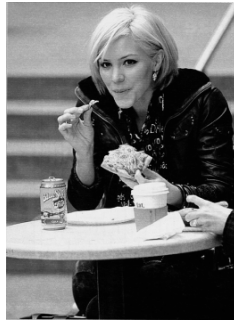
Dr. Chantal Thompson, ACTFL Traiger

## Teach Circumlocution

*What's different?*



Laura Terrell



33

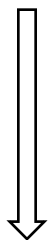
## Ask questions



Laura Terrell

34

## Ask Questions



- Who?
- What?
- When?
- Where?
- Why?
- Which would?
- If....then?
- Who can?
- How did?



- In the text "right there" (text explicit)
- In my head "think and search" (text implicit)

Laura Terrell

35

## "Force" Elaboration

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Laura Terrell

36



## "Force" Elaboration

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Laura Terrill

37

## "Force" Elaboration *What did you do over the weekend?*

1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.  
Ask a follow-up question to get more details.

Laura Terrill

38

## High Structure Conversations

### Opinions

- What do you think about \_\_\_\_\_?
- In my opinion, \_\_\_\_\_.
- Well, you may be right, but \_\_\_\_\_.

### What happened?

- Have you heard what happened to \_\_\_\_\_?
- Was it \_\_\_\_\_?
- Not only that, but \_\_\_\_\_.

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

Laura Terrill

39

## High Structure Conversations

The students work in pairs. They complete the statements in a logical fashion.

### Looking Bad

- What happened to you, Bill? You look \_\_\_\_\_.
- Well, Melissa, I \_\_\_\_\_ and \_\_\_\_\_.
- Really, did you \_\_\_\_\_?
- Yes, and it \_\_\_\_\_.

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

## High Structure Conversations

In small groups, students are told to discuss a familiar topic. They are given no further instructions. Some possible themes:

- Mothers
- Fathers
- Grandmothers
- School
- Summer
- A person you admire
- It changed my life!

Use third  
person observer.

Sadow, Stephen A., "Creative Activities for Teaching Language" (2000)

## High Structure Conversations

### Overheard

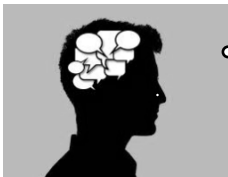
In pairs or small groups, Students listen to ambiguous statements quoted by the teacher. They work the statement into a conversation or story suggested by the exclamation.

- ...and then he escaped through the window!
- ...no thanks, it has too many calories!
- ...two months in Europe? Incredible!
- ...oh, come on, it wasn't that bad."
- ...stop right there!
- ...that makes me sick!
- ...you are so right!
- ...why don't you look where you are going?

Sadow, Stephen A., "Creative Activities for Teaching Language" (2000)

## Learning Target – Name places that are found in and near cities

Hear the conversation you want students to have. Do not teach the conversation.



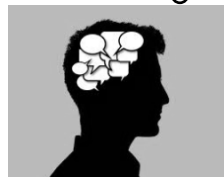
- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

Laura Terrell

23

## 6. encourage self-expression and spontaneous use of language

Hear the conversation you want students to have. Do not teach the conversation.



- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

Laura Terrell

24

## Vocabulary: Imagine the conversation.....

Describe a city	
Comment est la ville?	What is the (city) like?
Elle est / La ville est...	It is....
Grande, petite, moyenne	Big, small, medium sized
Y a-t-il....	Is there....? Are there....?
Il ya.... Il n'y a pas de....	There is .... / There isn't....
Il ya un fleuve. Il n'y a pas de fleuve.	a river.
un château, pas de château	a chateau.
une école, pas d'école	school.
un café, pas de café	café.
un restaurant, pas de restaurant	restaurant.

Laura Tenti

25

## In Search of the Coquí EQ: Why do we explore?



Laura Tenti



### ¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "playa" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

26

## Student Can-do Statements

I can	Yes	With some help	Not yet
identify where rainforests are found in the world			
identify common features found in rainforests			
say what you want/don't want to do in the rainforest			
comment on foods you eat/drink			
name and describe animals that live in the rainforest			
say why I want or don't want to visit certain places in Puerto Rico			
comment on the weather			

Laura Tenti

Thematic Unit : In Search of the Coquí - Laura Tenti - www.wiki-spaces.com

27

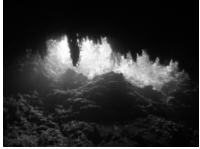
## Teacher Observation Can-Do Statements

	identify where rainforests are found in the world	identify common features found in rainforests	say what you do in the rainforest	comment on foods you eat/drink	name and describe animals that live in the rainforest	say why I want or don't want to visit certain places in Puerto Rico	comment on the weather
Student 1							
Student 2							
Student 3							

Laura Tenti

28

Discuss your vacation plans with your partner.



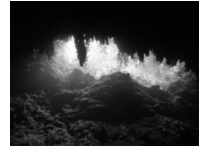
Laura Terrell

29

Do you want to .....?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall

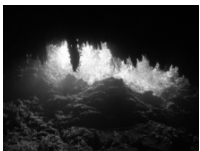
Laura Terrell

30

Do you want to .....?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall



swim at the beach



snorkel



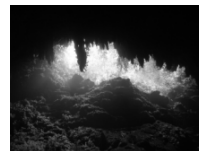
hike in the rainforest

Laura Terrell

Do you want to .....?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



Laura Terrell



snorkel



hike in the rainforest

swim at the beach



Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.



Laura Terrill

33

Do you want to.....? I want/don't want...



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

Laura Terrill

34

Discuss your vacation plans with your partner.



Laura Terrill

35

## Grammar Continuum



Deduction	Guided Induction			Induction
	Explicit	Explicit	Implicit	
Rules	Metalinguistic Awareness	Input Enhancement	Structured Data	Frequency

<http://coerll.utexas.edu/methods/modules/grammar/03/>

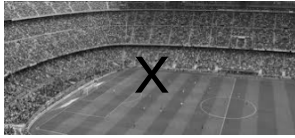
Laura Terrill

36

Y a-t-il....? Oui, il y a une cathédrale à (Angers).  
Non, il n'y a pas de stade à (Angers)



une cathédrale



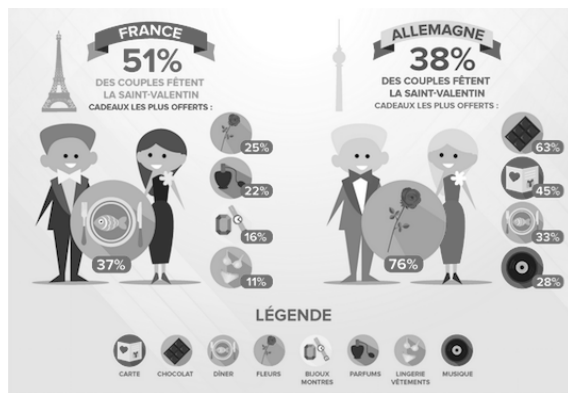
un stade

Name places in a city.  
State if there is or isn't a (place).

Laura Terill



Laura Terill



Laura Terill

39

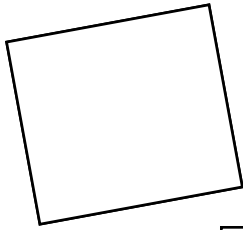
Qu'est-ce que tu as fait pour célébrer la fête de Saint Valentin?

	la question	Oui....	Non....
célébrer	Tu as célébré...?	Oui, j'ai célébré...	Non, j'en'ai pas célébré...
dîner	Tu as dîné...?		
acheter			
écouter de la musique			
voyager			
regarder un film			
Je n'ai rien fait! Je déteste la fête de Saint Valentin!			

Laura Terill

40

Guess the answer.

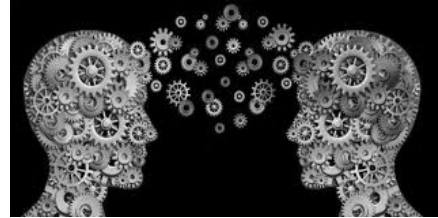


1. Tu as regardé un film?
2. Tu as écouté de la musique?
3. Tu as acheté du parfum?
4. Tu as dîné au restaurant?
5. ....
6. ....
7. ....

Exit Slip: Write 3 things you did or didn't do for Valentine's Day.

Laura Terrell

41



What functional goal are you working on this week?  
 What conversation do you "hear" in your head?  
 How will you provide the structured input?

Laura Terrell

42

Discuss - Is it breakfast or lunch?



Your opinions of this house....



## Brainstorming words related to activities/making plans



### LA BESTIA

Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un amén o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.

45

## Brainstorming

### Procedure:

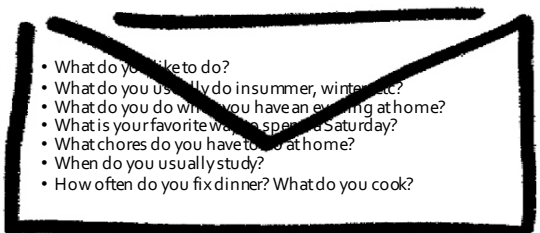
- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.

Laura Terrell

46

## Maintain the Conversation

Students try to keep the conversation going on a single topic by asking questions and commenting on their partner's responses. Each student has an envelope of questions related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions, signaling the partner who best sustained the conversation.

- 
- What do you like to do?
  - What do you usually do in summer, winter, etc?
  - What do you do when you have an evening at home?
  - What is your favorite way to spend a Saturday?
  - What chores do you have to do at home?
  - When do you usually study?
  - How often do you fix dinner? What do you cook?

Laura Terrell

## Maintain the Conversation

Save time and use images from the unit.



Laura Terrell

48



### Talking about realia....

Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document/visual. Tell them to start over if they run out of things to say.



Laura Terrell

49

### Structured Debate

Where would you rather live and why?  
What might cause you to change your mind and why?



Laura Terrell



Humacao

50

8. offer feedback to assist and improve students' ability to interact orally in the target language



What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.flickr.com/photos/dilaudid/4954719152/sizes/m/>  
Markus Holjonen - website: <http://blackswan.cartoonmade.com>

Laura Terrell

51

### Standards-based Grading

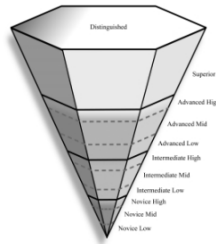


Category	Percent	Description
Learning Checks	10	Achievement - homework, participation, in-class work, vocab and grammar quizzes
Interpretive	30	Performance - reading/listening based on authentic text that they are seeing or hearing for the first time
Interpersonal	30	Performance - unrehearsed communication with a partner, teacher is not a partner
Presentational	30	Performance - rehearsed writing or speaking, ideally for an audience beyond the teacher

Laura Terrell

## Performance and Proficiency

### Proficiency



### Performance



ACTFL  
American Council on the Teaching of Foreign Languages  
Major Regions and Nationalities including: Asian, European, Hispanic, and African

Laura Terrell

## Performance



- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

Laura Terrell

## NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
<b>Interpersonal Communication</b>	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
<b>Presentational Writing</b>	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

Laura Terrell

## NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

Laura Terrell

## Performance Rubric – Interpersonal Task

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Struggling 6
How well am I understood?	easily understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
How involved am I in the conversation?	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
How easily do I deliver my thoughts?	conversation flows with few pauses	hesitations occur but are natural; complete thoughts.	hesitations occur and are awkward; few or no incomplete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the vocabulary from the unit?	successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task.	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no references to the target culture; may use a cultural gesture or expression.	respond only from personal point of view or perspective.

Laura Tenill

## Scored Discussions

Move from:	1 – 3 – 5	Move to:
Asks random questions		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic
		Gretta Murray, French Teacher, Medford, WI

Laura Tenill

91

## Proficiency



- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

Laura Tenill

## Proficiency-based Rubric

Interpersonal Mode – Novice Learner

Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<b>Language Function</b> <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

Laura Tenill

Taken from: ©2013 Implementing Integrated Performance Assessment

## Text Type

## Quantity and Organization of Language Expands

- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



Laura Terrill

## EQ: What makes a city special?

Interpersonal Mode

In pairs or small groups, review all the suggestions of cities to visit in France. Come to agreement on 3 cities that you want to visit, giving reasons for your choices. You may have to compromise.

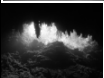
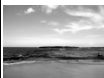
Laura Terrill

## In Search of the Coquí

*EQ: Why do we explore?*



Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.



- comment on what you plan to do/see in the rainforest
- comment on the weather/environment in relation to your plans
- accept and refuse suggestions for other places saying what you want to do there
- mention a few foods/beverages you want to have

Laura Terrill

63

## Food and Hunger

### *EQ: How do we eat well? What is hunger?*

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



Laura Terrill

64

## Teach the Language of Discussion / Debate

- I think the author wrote it to teach us about...
- One theme might be.....
- I think it means that....
- In other words.....
- For example....
- In the text, it said that.....
- One case showed that.....
- I would add that.....
- Then again, I think that....
- I want to expand on your point about....
- In my life....
- I think it can teach us....
- If I were..., I would have...
- We can say that.....
- The main theme/point of the text seems to be....

How to Start Academic Conversations  
Jeff Zwiers and Marie Gawford  
Educational Leadership April 2009

Laura Terrell

## Structured Debate

What should be done to protect the environment?

In your group discuss the following ideas. Add one or two additional ideas to the list. Select your top 2 ideas. Be certain that everyone in your group can defend the choices you made.

- Increase the cost of gasoline by 50% to decrease consumption and to promote public transportation.
- Limit all households to 2 cars.
- Require all schools to reduce energy consumption by 10%.
- Charge more for foods that most be flown in from other region/countries.
- Require that all homes have solar panels.
- Restrict the development of yards that must be watered and fertilized.

• ?????

Laura Terrell

66

## Sentence frames to scaffold responses

### Tapping Prior Knowledge

- I already know that...
- This reminds me of...
- This relates to...

### Asking Questions

- I wonder why...
- What if....
- How come...

### Making Predictions

- I'll bet that
- I think...
- If \_\_\_\_\_, then...

### Visualizing

- I can picture...
- In my mind, I see...
- If this were a movie...

### Summarizing

- The basic gist is....
- The key information is...
- In a nutshell, this says that...

Helping English Learners to Write  
Olson, Scarcella and Matuchniak

67

Laura Terrell

Cognitive Strategies Sentence Starters	Cognitive Strategies Sentence Starters
<b>Planning and Goal Setting</b> <ul style="list-style-type: none"> <li>• My purpose is...</li> <li>• My top priority is...</li> <li>• I will accomplish my goal by...</li> </ul> <b>Tapping Prior Knowledge</b> <ul style="list-style-type: none"> <li>• I already know that...</li> <li>• This reminds me of...</li> <li>• This relates to...</li> </ul> <b>Asking Questions</b> <ul style="list-style-type: none"> <li>• I wonder why...</li> <li>• What if...</li> <li>• How come...</li> </ul> <b>Making Predictions</b> <ul style="list-style-type: none"> <li>• I'll bet that</li> <li>• I think...</li> <li>• If _____, then...</li> </ul> <b>Visualizing</b> <ul style="list-style-type: none"> <li>• I can picture...</li> <li>• In my mind, I see...</li> <li>• If this were a movie...</li> </ul> <b>Making Connections</b> <ul style="list-style-type: none"> <li>• This reminds me of...</li> <li>• I experienced this once when...</li> <li>• I can relate to this because...</li> </ul> <b>Summarizing</b> <ul style="list-style-type: none"> <li>• The basic gist is...</li> <li>• The key information is...</li> <li>• In a nutshell, this says that...</li> </ul> <b>Adopting an Alignment</b> <ul style="list-style-type: none"> <li>• The character I most identify with is...</li> <li>• I really got into the story when...</li> <li>• I can relate to this author because...</li> </ul>	<b>Forming Interpretations</b> <ul style="list-style-type: none"> <li>• What this means to me is...</li> <li>• I think this represents...</li> <li>• The idea I'm getting at is...</li> </ul> <b>Monitoring</b> <ul style="list-style-type: none"> <li>• I got lost here because...</li> <li>• I need to reread the part where...</li> <li>• I know I'm on the right track because...</li> </ul> <b>Clarifying</b> <ul style="list-style-type: none"> <li>• To understand better, I need to know more about...</li> <li>• Something that is still not clear is...</li> <li>• I'm guessing that this means, but I need to...</li> </ul> <b>Revising Meaning</b> <ul style="list-style-type: none"> <li>• At first I thought _____, but now I...</li> <li>• My latest thought about this is...</li> <li>• I'm getting a different picture here because...</li> </ul> <b>Analyzing the Author's Craft</b> <ul style="list-style-type: none"> <li>• A golden line for me is...</li> <li>• This word/phrase stands out for me because...</li> <li>• I like how the author uses _____ to show...</li> </ul> <b>Reflecting and Relating</b> <ul style="list-style-type: none"> <li>• So, the big idea is...</li> <li>• A conclusion I'm drawing is...</li> <li>• This is relevant to my life because...</li> </ul> <b>Evaluating</b> <ul style="list-style-type: none"> <li>• I like/don't like _____ because...</li> <li>• My opinion is...because...</li> <li>• The most important message is _____ because...</li> </ul>

Laura Terrell

68

## Home and Shelter

*EQ: Why does everyone need a place to call home?*

### Structured Debate



<http://journalactu.com/debat/>

Laura Terrell

Should begging be banned from downtown areas? Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

#### Roles in the debate:

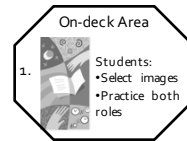
- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

#### Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

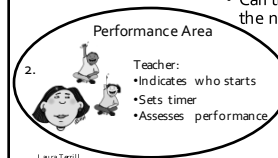
69

## Testing Day



1.

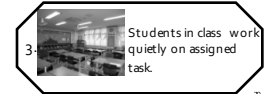
Students:  
• Select images  
• Practice both roles



2.

Teacher:  
• Indicates who starts  
• Sets timer  
• Assesses performance

Laura Terrell



3.

Students in class work quietly on assigned task.

70

- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an on-deck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the on-deck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

## NovaSTARTALK – Audio Tools

<http://novastartalk.nvcc.edu>

### Animoto for the World Languages Classroom

Animoto is a web application that, with the click of a button, produces videos using images and music that a user selects. Language teachers and students can choose culturally-appropriate images and audio to produce short movies that can be used in language presentations. These can be looked at on the web or embedded in blogs to be shared with classmates. Some NOVA STARTALK products have included videos on Chinese food and Arabic scripts.



### Begin Lesson

### Using Audio Tools (Audacity) in the World Language Classroom

Audacity is an open-source (aka 100% free) program for recording, editing and exporting sound files. It can be used to record a voice track that can be exported into other programs, or to mix music, narration and sound effects together into a single file.



### Begin Lesson



Vocaroo - The premier voice recording service.



Or upload?

Laura Terrell

71

fluency  
immersion  
comprehensible



visuals  
gestures  
interpersonal

Laura Terrell

72



Laura Terrill  
World Language / ELL  
Consultant  
Email: lterrill@gmail.com  
lauraterrill.wikispaces.com

[lterrillspringfield.wikispaces.com](http://lterrillspringfield.wikispaces.com)

71